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ABSTRACT

The L.I.F.E. (Learning Is for Everyone) project conducted by the Altoona Public Library from September 1975 to June 1977 sought to increase library services for the mentally handicapped of all ages. The L.I.F.E. collection of instructional materials includes toys, games, puzzles, books, magazines, records, multimedia kits, films, and conventional print materials for the mildly to profoundly retarded as well as a resource collection for parents, teachers, advocates, and the general public. Specific programs include films and discussion groups for parents, story hours, films, dramatics, hobby clubs, and holiday events for retarded patrons, and special programs for children and young adults which attempt to foster understanding of their retarded peers. As a result of the experiences in the planning and operation of these programs, suggestions for the development of similar programs are presented along with media selection criteria and a listing of resource agencies and specific instructional materials. (JVP)

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LIBRARY SERVICES TO THE MENTALLY RETARDED

By

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and

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In Cooperation with

The Altoona Area Public Library

Altoona, Pennsylvania

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DEDICATION

"Our children, due to their limitations, are unable to experience many things. They learn through word of mouth, books, and films. This is where your library plays such an important role. It brings to them much they may otherwise miss."

Special Educator
Altoona Area School District

To the many, many, children and adults we've met through this program, that have taught us so much and shown us that our efforts were indeed needed — and valued.

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I. INTRODUCTION

The adage " free people, free libraries" expresses the pride which we Americans have in our public libraries and their services. Recently however, many have become aware that our libraries are generally unresponsive to the needs of all Americans. While library services meet the needs of the average resident, appropriate service for the thousands who deviate from the norm is generally lacking. As a result of this realization, libraries across the country are beginning to make concerted efforts to serve these "non-average" groups, particularly the handicapped. Pilot projects are being funded so that new concepts of appropriate library services and programs for the handicapped will emerge. L.I.F.E. is such a pilot project concened with providing library service to the mentally retarded. It is a project of the Altoona Area Public Libary, funded by Title I of the Library Services and Construction Act from September 1975 to June 1977.

The purpose of this booklet is to describe the L.I.F.E. project and to offer suggestions for programming and collection development which we found to be effective and appropriate for our retarded patrons. L.I.F.E. is only a beginning. We hope that others will examine these suggestions, refine them, add to them, create new and better ideas so that library service to all retarded Americans becomes a reality.

II. THE FACTS ABOUT L.I.F.E.

LEARNING IS FOR EVERYONE

The L.I.F.E. program encompasses three major objectives. The first is to serve mentally retarded persons of all ages and abilities by:

1. Providing a collection of multi-media materials which they can borrow and that are best suited to their special needs,

2. Providing appropriate programs in which they can participate and find enjoyment, and

3. Providing situations in which they can interact comfortably with other regular patrons.

Secondly, L.I.F.E. is meant to serve parents, teachers, and advocates of retarded citizens by:

1. Providing a multi-media collection on all aspects of mental retardation,

2. Providing a parent resource collection of instructional materials which will help them teach specific skills and concepts at home to their retarded children,

3. Providing an information-referral service, and

4. Providing programs in cooperation with the local chapter of the Pennsylvania Association for Retarded Citizens to help parents of retarded children with their many special needs.

Thirdly, L.I.F.E. is meant to serve the general public by:

1. Providing access to information on all aspects of mental retardation including career opportunities in this field, and

2. Providing a forum in which normal children and adults interact with the retarded, and through which their attitudes and misconceptions will hopefully be changed.

L.I.F.E. was started because Blair County in which Altoona is located has a rather large population of retarded citizens which is growing due to the existence of one state hospital and two state schools. This population also includes an increasing number of children who are being diagnosed through the regular public school system. Specifically, over 3000 people are identified as mentally retarded. That is close to 3% of the total population of Blair County. The national average is slightly more than 3%. So L.I.F.E. was started to serve a rather numerous group of people who have never been served before.

The primary impetus for initiating the L.I.F.E. library program was the change in the educational and residential situations in the Blair County area, a change which is not only occurring in Altoona but also all over the country. This new philosophy is called mainstreaming. The Education of All Handicapped Children's Act mandates that by 1978 states will locate and provide free and appropriate educations for all handicapped children. It also indicates that all exceptional children have the right to the fullest and richest life possible which the community can offer. Current opinions suggest that mainstreaming is the best method for implementing the law.

Although there is no clear cut definition for mainstreaming as yet, most educators, social workers, authorities, and other professionals agree that it encompasses the concept of providing specialized, individualized training and help when needed to the handicapped and in the least restrictive setting possible. In the words of one mother who wrote an article for **Exceptional Parent** magazine: "Mainstreaming means giving everyone an equal opportunity to participate in community life. For disabled people mainstreaming means access to every part of the community schools, churches, parks, libraries, drive-ins, and taverns."

The initiators of the L.I.F.E. program felt strongly that the majority of retarded people, including the severely and trainably retarded as well as the educably retarded, could profit from the experiences and services which libraries can provide if some special materials and knowledgeable programming is utilized. They also felt that it was the library's lawful obligation to provide service to the retarded who as citizens, as recognized members of the mainstream, have the right to receive.

The L.I.F.E. collection provides materials for a wide range of individuals who vary in abilities and intellectual functioning from profoundly to mildly retarded. It also contains materials for learning disabled children and young adults. The collection includes toys, games, puzzles, high-interest, low-vocabulary books and magazines, records, multi-media books and filmstrip kits, films, and conventional print materials. It was necessary to offer such a wide and unusual variety of materials because such things not only provide enjoyment but also opportunities for learning. For years now educators have recognized that a multi-sensory approach is probably the most effective method for

teaching the retarded and learning disabled. It is only logical that a library collection for these people should include multi-sensory materials.

The extended L.I.F.E. collection also includes materials for parents, teachers, and advocates as well as the general public. The collection includes most of the professional and lay journals avaliable in the mental health, mental retardation field, the most recent books including those of a general nature, a professional nature, and those written as "how-to's" for parents. Filmstrips and films on mental retardation, on accepting exceptionality, on parenting and training of certain self-help skills, on sexuality and the retarded are available. Copies of the most recent and pertinent state and federal government documents and pamphlets concerning mental retardation are shelved with the L.I.F.E. collection along with pamphlets and booklets published by various service agencies. Specific teaching aids such as lacing boards, double handled scissors, and concept oriented games are available for parents to borrow. Directories to special schools and services are available but shelved in the regular reference collection rather than with the special L.I.F.E. Parent Resource collection. Other books of a general nature are intershelved with the regular adult collection also.

Programs for the retarded patrons include story hours, film programs, dramatics and puppetry, arts and crafts, hobby clubs, and special holiday events. Many programs are designed to include average or normal children with the retarded children. School visits are made to the special education classes in the area. Special education classes are also invited to make field trips to the library, and many teachers from schools within walking distance of the library regularly bring their children to the L.I.F.E. Center. A rotating collection of materials from L.I.F.E. is also available in one of the state school facilities in Altoona. This collection and program is handled by a volunteer teacher who works closely with the L.I.F.E. staff.

Programs for parents include film programs and discussion groups. Topics may include housing alternatives for retarded adults, right to education, legislation, parenting, how to teach certain self-help skills utilizing the materials available from the L.I.F.E. collection and so on.

Programs are also prepared for general audiences, especially school age children and teenagers. These programs are given in an effort to help the regular children accept and understand their retarded peers and to dispel their fears and misconceptions. Several programs for both parents and the general public have been videotaped and televised over local television channels.

The L.I.F.E. Center is a self-contained center. Since many of the materials in the L.I.F.E. collection can be rather distracting when they are used, it was felt best to locate the collection in a room of its own. All chidren, whether handicapped or not, are encouraged to use the L.I.F.E. Center so that mainstreaming is an actuality. All children seem to enjoy and can profit from the variety of L.I.F.E. materials. It has been found that many of the more retarded adults feel more comfortable in the L.I.F.E. Center than in the regular adult sections of the library.

Those adults who want to use the rest of the library are encouraged to do so and given assistance in finding appropriate materials and in using the facilities.

Although books are catalogued in the traditional way, a simple symbol plus accession number system is used to classify and catalog the toys, games, puzzles, and multi-media kits. For example, a puzzle is PUZ 12 or a toy is TOY 43. It was found that utilizing such a scheme keeps all the same types of things together in a single area making storage and reshelving much more convenient than intershelving the materials would. This organization of the materials also has enabled the staff to divide the center into areas oriented towards adults, children, quiet activities, and play or noisy activities. Since most of the L.I.F.E. patrons request materials by format rather than by subject and tend to browse for topics of interest within a single format, intershelving by subject classification did not seem necessary or advantageous. Strong subject cataloging is emphasized to facilitate the selection of materials by teachers and parents who primarily ask for materials by subject and who know how to use the catalog.

III. SUGGESTIONS FOR DEVELOPING LIBRARY SERVICES AND PROGRAMS FOR THE RETARDED

L.I.F.E. represents a maximum investment of effort and money. Effective library service to the retarded does not necessarily require such a large investment. Meaningful service can be provided at little or no additional cost to the library. The only requirements really necessary are energy, adapt-

ability, creativity, understanding, and a committed dedication to the principle of suitable library service for all citizens.

Whether contemplating a comprehensive program such as L.I.F.E. or more limited services, the first step is to identify the retarded population in your community. To determine how many retarded people there are, contact the public schools, rehabilitation agencies, sheltered workshops, United Fund, Associations for Retarded Citizens, and other service agencies. Not only will their information tell you about the size of the retarded population, it will also divide this population by age and by degree of disability. This information will help you decide your service priorities.

Our experience has shown that it is better to approach provision of service on a step-by-step basis starting with one target group such as the trainably retarded school age children, and then expanding slowly to other groups. Concentrating upon a single group will help keep you from becoming overwhelmed and confused. It will enable you to set clearly defined goals which you can successfully attain in a relatively short time span. Success with one group will be so rewarding and reinforcing that you'll be eager and fresh to tackle the next. Also developing service for the next group will be much easier because you will be familiar with some of the pitfalls and problems as well as what works with retarded people.

A second step to consider before beginning to develop a library program is to learn about mental retardation. A general knowledge about etiology, terminology, educational and rehabilitative philosophies, medical treatments, social, psychological and behavioral problems, etc. will be valuable to you as you communicate with parents, teachers, and other professionals who work with the retarded. Also become knowledgeable about legislation concerning the rights of the retarded, especially in the areas of education, housing, employment, vocational training, social services, social security benefits, civil rights, etc. Become familiar with agencies both public and private which can offer help, services, and resources to the retarded and their families. Finally, become acquainted with the specific learning problems, informational needs and interests of the retarded people you plan to serve. Find out from their teachers what kinds of multi-sensory experiences and multi-media materials are the most appropriate and successful. Armed with this knowledge you can adapt your programs and make informed selections which will help the retarded patron enjoy and profit from the library experience.

Probably the best way to determine what services your library can provide for the retarded is to ask their parents, teachers, other professionals who work with them, and last but not least, the retarded themselves. They are the best authorities on what interests them and what they like to do. The following list offers suggestions for providing needed and appropriate library services to the retarded. It is by no means inclusive.

1. Include retarded children in your regularly scheduled story hours. Generally the activities such as finger play or singing games which are usually included in story hours for young children will be successful for the young retarded child, too. Also plan some special programs for groups of retarded children alone.

2. If your library has a policy of making public school visits, include visiting the special education classrooms with your programs. Generally the retarded have the same interests as their normal peers, so programs for the latter group with some adaptations will suffice for the retarded, too.

3. Invite the special education classes and groups from sheltered workshops and homes to come to the library on field trips. Be prepared with a brief program about the library which includes actually taking a tour. Show them the location of those materials which are of most interest to them. Demonstrate how to ask for and use equipment such as a record player. Teach them only those library skills which they will need to use the materials responsibly. Finally, issue them cards and help them select something to borrow.

4. Arrange programs on mental retardation both for parents specifically and for the general public. Topics may include housing althernatives, educational rights, mainstreaming, vocational education, and general information on retardation. Get community professionals involved. Have debates and discussions as well as films. If you have the capacity, prepare videotaped programs for use over local television stations. These programs can also be saved and borowed by interested groups for their own programs.

5. Develop programs on mental retardation for regular school age children so that they can learn to respond to and accept the child who is different.

6. Provide in-service for your library staff so that they will feel comfortable with the retarded and can thus serve them better.

7. Prepare film programs for retarded adults and present them at sheltered workshops or sheltered care facilities. Remember that it is probably more difficult for the more severely retarded adult to come to the library than it is for you to go to them. If possible, take some materials along which they can borrow and use until your next visit.

8. If there is a residential institution in your service area, contact the librarian and develop ways for your two libraries to cooperate. A visit to the public library can be extremely beneficial and exciting for the institutionalized retardate.

9. Become an advocate for the retarded. Speak out on their behalf. Set an example for the rest of the community by encouraging and supporting mainstreaming of the retarded into community life.

10. Become involved with other service professionals who work with the retarded so that you become a respected and integral part of the total rehabilitative effort. By doing this you will insure that your information and services will be frequently used.

IV. TIPS ON STORYTELLING AND PROGRAM PLANNING

Planning storyhours for mentally retarded children is not much different from planning for average children, especially in terms of interests and activities. There are some considerations to keep in mind, however.

First consider the level of the children and their ability to comprehend and understand. Then consider their learning problems and the generally shorter attention span. The teacher is the best source of information and feedback on your programs, so it is advisable to communicate with him/her regularly. Routine, repetition, and consistency are necessary. So it is helpful to structure your programs along the same formats, use consistent methods of discipline, and build in repetition for optimum learning. It is also necessary to use positive comments and reinforcers frequently. Retarded children need to be praised often when they are sitting correctly, waiting their turn, paying attention or behaving appropriately. They also learn more through multi-sensory experiences. So provide a variety of media coupled with activities and songs which focus upon the main theme or concept. In this way the children become involved verbally and experientialy with the concept.

Following is a list of points which we found useful in planning storyhours or film programs for the retarded. In addition to the planned programs we always allow ample time for browsing and interaction with the materials in the collection. During this time we are able to work with people individually to help them learn to use the materials.

PRESCHOOL PROGRAMS

1. Storytelling: It is unadvisable to use storybooks as the only visual aid. It is better to tell the story while using puppets, flannel board figures, or drawing pictures as you go along. Actual objects are even better because they are concrete and the children can feel them. Two excellent resources are:

Tell and Draw Stories by Margaret J. Oldfield (Creative Storytime Press, Arts and Crafts Unlimited, Box 572, Minneapolis, Minn. 55440)
Storytelling with the Flannel Board by Paul S. Anderson (T. S. Denison & Co., Inc., Minneapolis, Minn. 55437)

2. Films: Advisable to use films with loose storylines and little or no words. Familiar sounds, music, and bright colors are best. General length: 5-10 minutes.

3. Related Activities:

Music: Finger plays set to music, action songs.

Art: Simple activities involving only one or two skills such as coloring pre-cut feathers and gluing them to the body of a turkey. Avoid cutting activities unless you have one-to-one instruction.

Movement: Games involving one or two different movements.

Themes: Animals, make-believe characters, seasonal characters, simple concepts such as colors, counting, etc.

PRIMARY PROGRAMS

1. Storytelling: At this level involvement is greater on the part of the children. Have them take part as much as possible by acting out parts of the story or answering questions or finding things in pictures. Large storybooks can be used, but techniques such as tell and draw still are most successful and should be used in combination with storybooks.

2. Films: Lively animation is best. Elementary vocabulary. Sound film strips are generally not successful at this level. General length: 10-15 minutes.

3. Related Activities:

Music: Simple songs with repeating verses.

Art: Activities involving primary skills such as cutting, coloring, pasting, folding. Paper bag puppets is an example of a good activity for this level.

Themes: Fairy tales, animated comedies, familiar experiences such as going to the doctor or zoo, seasons and holidays, animals, situations involving children their age such as making friends, fighting, etc.

4. Special Suggestions for Pre-Primary and Primary Groups:

—Seat children in an area where distractions are minimized.

—Provide mats or chairs for each. This helps define their space and lessens excessive movement.

—Start all programs with the same format. This signals the children to quiet down and get ready to attend.

—End all programs by providing something for the children to take home as a reward for good behavior. This also helps them relate their experience at the library to others.

INTERMEDIATE PROGRAMS

1. Storytelling: They can follow storybook presentations, mature themes, and enjoy plays particularly if they are given a role. They may have some problem speaking the parts, so allow them to act it out while the story is being narrated.

2. Films: Most films can be used with this level. Lively sound filmstrips can also be used at this level. General length: 15-30 minutes.

3. Related Activities:

Music: Rounds and songs involving several actions.

Art: Use unusual media for appeal such as styrofoam, pine cones, sponges, etc.

Movement: Children of this age are very competitive. Team games such as relay races, passing games, etc. are excellent.

Themes: Adventure and mystery stories, unfamiliar experiences such as living in a different land, mountain climbing; seasons and holidays, cars and motorcycles. Generally the interests of these children will closely resemble the interests of normal children this age.

YOUNG ADULT-ADULT GROUPS

1. Discussions: Use actual photographs or objects as an introduction to a film and discussion. Provide background information. Or tell an interesting story which creates interest in the program topic. Ask many questions to discover their interests and present knowledge on the topic and to promote their participation. They can be very passive if you don't stimulate them and get them going.

2. Films: Mature themes, yet simplified plots and vocabulary. General length: 20-40 minutes.

3. Related Activities:

Music: Folk songs sung with guitar accompaniment or record. Modern rock music often liked.

Art: Should center around a particular craft with a mature finished product that does not look childish.

Movement: Modern or square dancing. Games such as darts, table top bowling, etc.

Themes: Sports, heroes, popular singing stars, comedies, adventures, mysteries and romance, nature seasons and holidays. Also, invite speakers from local community organizations such as forest rangers, museum naturalist, fireman, local radio or television personalities to talk and introduce films. Current events are also popular topics.

V. CRITERIA FOR MATERIAL SELECTION

The most effective service a library can provide for the retarded is access to multi-media materials which have been selected to meet their special needs. Establishing a special collection exclusively for the retarded is not the goal however. The more practical and philosophically sound goal is to include materials for the retarded in the regular collection. Inclusion of special materials is philosophically sound because it encourages mainstreaming. Everyone can select from these things, and the retarded are not singled out. Inclusion is practical since everyone can use and enjoy the materials. The game which is instructive for the retarded child can be equally instructive for the

average child. The lacing boards, double handled scissors, and other specialized materials can be used to teach the older trainable child as well as the preschool child. The books, records, media kits, etc. can be universally used by all. So the cost of selecting materials using the specific criteria developed for the retarded can be justified because more than one type of patron can use it. This cannot always be said of materials selected for the general public. Often, not only are the retarded excluded from their use due to their handicap, but so are other handicapped and low-functioning individuals.

Another consideration for adding special materials to your existing collections, particularly high-interest, low-vocabulary books, is the fact that the special needs of the retarded are often shared by other handicapped groups such as the learning disabled and those with speech and language problems. Poor readers and unmotivated readers who are reading significantly below grade level can profit from many of the same things selected for the retarded as long as those things are not separated from the regular collection. So providing special multi-media materials will help make it possible for libraries to serve many more non-users.

In general material selection is based upon the same considerations as program planning, i.e.: age, ability, level of functioning, length of attention span, special learning problems which interfere with reception of visual or auditory information, and other complicating factors such as an additional physical handicap. As mentioned earlier, teachers and therapists are the best sources of advice on what materials are appropriate.

The most important criterion for developing a collection for the retarded is its multi-media nature. Although books should be the heart of the collection, most libraries undoubtedly have many books in their existing collections which are suitable for the retarded. Therefore, we advise spending more at the outset on multi-media materials, especially book and record kits and manipulative materials such as games and educational toys or devices. The retarded individual learns and comprehends more easily if a concept is presented in several different modes so that he/she is required to respond visually, auditorially and experientially.

SELECTION CRITERIA
BOOKS

Easy or picture books:

1. Pictures should be simple and uncluttered.

2. Pictures should be as realistic as possible. Photographs are preferred.

3. Text should not be very long since the retarded child's attention span may be shorter than average.

4. Color drawings are more effective than black and white.

4. Storyline or plot should be simple. Many young retarded children have difficulty following a storyline. They like to point out and name different things in the pictures. Older retarded children often enjoy hearing the stories in picture books.

Fiction and non-fiction:

1. Reading level should not exceed 5.0. The majority of books should be at the 3.5 and below levels of readability.

2. Pictures should be numerous but not babyish.

3. Print should be fairly large and evenly spaced so that an over-whelming amount of text per page is avoided.

4. Books should be quite short and thin. Books of very low readability (3.0 and below) should not exceed 100 pages and include a good number of pictures. The shorter book is more apt to be finished by the retarded reader and therefore, give him a sense of satisfaction and completion.

5. Subjects of interest in the non-fiction area: Cars, racing, motorcycles, horses, dogs, cooking, nature, animals, biographies of sports heroes or movie stars (biographies of other types of successful and famous people are generally not popular with the retarded). Generally, retarded people have the same interests as their average peers.

6. Subjects of interest in the fiction area: mysteries, ghost stories, romance, adventure, social type novels which involve teenagers dealing with personal problems and family conflicts.

MULTI-MEDIA BOOK KITS

1. Follow the same criteria for selecting books.

2. If a record or cassette accompanies a book, choose the record version since more patrons have record players at home to use. It is

also easier for them to operate a record player than a cassette player.

3. Clear signals or instructions should be given on the recording to indicate when to turn the pages of the book.

4. Be careful of some publishers' packaging. They often include multiple copies of the same title. If we order a title which has multiple copies, we put the extras on the book shelf so that a retarded reader can borrow and read the same title which he has learned to read from the record version.

PERIODICALS

1. High interest easy reading are desirable.

2. Lots of pictures. If the readability level of a magazine is high, but it contains many pictures, it will be used.

3. Areas of interest: beauty and fashion, nature, cars, sports, crafts, and comic books.

Some suggested special titles: **Sesame Street, Electric Company, News for You** (New Readers Press), **National Geographics World, Spidey,** a high-interest, low-vocabulary comic book (Marvel Comics).

MULTI-MEDIA FILMSTRIP KITS

1. Captioned (silent) filmstrips should not be purchased since most retarded patrons will have difficulty reading the captions.

2. Color is much more effective than black and white.

3. Cassettes are probably more convenient than records. The program should be repeated on both sides, one side with audible signals and the other with automatic inaudible signals. The automatic signal is most necessary since many retarded patrons may have difficulty following directions for advancing the filmstrip at the proper time.

4. Emphasis should be placed upon selecting non-fiction subjects, especially in the areas of social studies and elementary science. We have found that retarded individuals more easily comprehend and understand difficult concepts which are presented in an audio-visual format than those in a print format.

5. Fables, legends, folk tales and other more high level stories that are too difficult in book format are most suitable for selection in the fiction area.

RECORDS

1. Albums are better than 45 rpm discs.

2. Most children's records which are song and/or game type are preferable. More capable children do like to listen to stories on records which have no accompanying pictures. However such stories require higher listening comprehension skills than most retarded children have acquired.

3. Adults prefer music, especially country-western, current popular songs of singers like Tony Orlando, the Carpenters, Neil Diamond, etc

"Oldies but goodies" are moderately popular. Classical and hard rock are not recommended.

4. Special education records should be carefully selected. Some are too instruction oriented, and without a teacher to provide direction, these do not make good records for the children to listen to alone. Parents and teachers, on the other hand, can make great use of this media.

TOYS

1. No sharp edges.

2. Made with non-toxic paints and dyes.

3. Sturdy construction with few moving parts which are easily broken.

4. Few accompanying pieces or parts. They get lost too easily.

5. Large parts or pieces which cannot be swallowed easily.

6. Washable.

7. Educational, i.e.: Teach a concept or encourage development of coordination or language.

8. Puppets can be included, but ordinary dolls and stuffed animals should be avoided. Children usually have these at home.

9. Included in this category are teaching devices such as lacing boards, double handled scissors, etc. Although they require some direction, we found that the children like to practice with these things unassisted.

PUZZLES

Primary puzzles?

1. Knobbed, wooden puzzles with pieces which fit into a contained space are the best for young educable and older trainable children.

2. Wooden puzzles with adjacent pieces should not exceed 10 large pieces.

3. Puzzles with pictures beneath the pieces provide clues so that re-assembling the puzzle is easier.

4. Crepe or rubber puzzles are also very good since these materials have more give and make it easier for the child to succeed.

Intermediate puzzles:

1. Heavy press board or cardboard pieces should be large with 25-50 per puzzle.

2. Wooden puzzles with more than 10 pieces are good for the retarded also.

3. Since trainable children use these puzzles, select those with pictures which are not too childish.

Advanced puzzles:

1. 75-200 pieces are best, although a few retarded patrons may be able to handle a 250-500 piece puzzle.

2. Pictures of lakes, forests and the like which contain many pieces of the same color and few distinguishing marks should be avoided.

GAMES

1. Should be primarily educational. Colors, numbers, letters, money, time, etc. are concepts which should be emphasized. Following directions and playing fairly are also concepts which are taught through games.

2. Clear and uncomplicated rules and directions.

3. Minimum of playing pieces.

4. Sturdy construction of game boards and spinners.

5. Uncluttered game boards with large spaces to make counting out easier.

6. Playing time short since a retarded child's attention span is usually short.

7. Outdoor type games can be included if they encourage development of large muscle coordination, can be easily carried and conveniently used at home.

PICTURES AND POSTERS

1. Pictures should be appealing to the retarded patron. They do not necessarily have to be great art.

2. Modernistic or psychedelic posters are not recommended. Realistic pictures or photographs are more readily understood.

3. Inexpensive.

4. Posters seem to be more popular than art reproductions.

5. 8-1/2" x 11" or larger are recommended.

LIBRARIAN MADE KITS

1. Combining materials into a kit should be based upon a specific theme or title.

2. Example kits: record and puppet, puzzle and puppet, record and puzzle, book and puppet, etc.

3. Be sure that all parts of a kit can be contained in a single box or media bag.

GENERAL COMMENTS

1. Provide plastic bags or cloth bags for the patrons to carry home games, toys, puzzles, etc. This helps keep things together and will reduce the loss of pieces and parts.

2. If a patron consistently borrows the same type of materials, encourage him/her to try something else. For instance, if he/she always borrows records, encourage taking home a book and record kit. In this way you will help his interests and tastes to grow and develop.

3. Be careful not to make selections for the retarded. There is so little opportunity for them to make their own decisions and voice their interests. This is especially true of the more severely and trainably retarded.

4. Set a limit on the number of things that can be borrowed at once. The wide variety of things to pick from may overstimulate the retarded child and he/she will just grab anything. Setting a limit forces him/her to make thoughtful selections.

5. Enforce your rules concerning borrowing and returning materials. Don't feel sorry for a retarded user who consistently returns things late or in poor condition. They, too, must learn to be responsible and to pay the consequences for breaking the rules. A little latitude may be given however, since failure is so very prevalent for the retarded. The point is to teach them to use things responsibly, to share with others, but to also encourage them to use the library and to feel welcome and successful there.

Parent-Resources

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Horrobin, J. Margaret. To give an edge: a guide for new parents of Down's Syndrome (mongoloid) children. Minneapolis, Colwell Press, 1974.

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Kahan, Ellen. Cooking activities for the retarded child. Nashville, Abingdon Press, 1974.

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Pitt, David. Your Down's Syndrome child. . . You can help him develop from infancy to adulthood. Arlington, Tex., National Association for Retarded Citizens, 1975.

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Spitalnik, Deborah M., & Rosenstein, Irving. All children grow & learn: activities for parents of children with developmental problems. Philadelphia, Temple University Developmental Disabilities Center, 1976.

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Abeson, Alan, et. al. A Primer on due process - education decisions for handicapped children. Reston, Va., The Council for Exceptional Children, 1975.

Amary, Issam B. Creative recreation for the mentally retarded. Springfield, Ill., Thomas, 1975.

Arches, Ellen/Edseth, Constance. Title I: Self-care skills development in the severely/profoundly retarded. Madison, Wisconsin, Wisconsin Colony and Training School, 1975.

Biklen, Douglas. Let our children go: An organizing manual for advocates and parents., Syracuse, N.Y., Human Policy Press, 1974.

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Welborn, Terry. Leading the mentally retarded in worship. St. Louis, Concordia Publishing House, 1973.

Bibliographies of Parent-Professional Resources

Bibliography on Education of the Mentally Retarded, and Bibliography for Parents & Siblings of M. R. Individuals.
National Association for Retarded Citizens
Library
P. O. Box 6109
2709 Avenue E East
Arlington, Texas 76011

Checklist of Materials found useful in library services with developmentally disabled.
Library-Information Center
Central Wisconsin Colony
317 Knutson Drive
Madison, Wi 53704

Exceptional Parent Bookstore
P. O. Box 4944
Manchester, N. H. 03108

Professional Library Guide in the Area of Exceptionality
Remediation Associates, Inc.
Van Nuys, Calif.

The Severely and Profoundly Retarded - A Bibliography.
Washington State Library
Olympia, Washington

Magazines

Education and Training of the Mentally Retarded. Publisher: Council for Exceptional Children

Exceptional Children - Official Journal of the Council for Exceptional Children. Publisher: CEC

The Exceptional Parent - Children With Disabilities/Practical Guidance. Publisher: Psychological Education Corp.

Focus on Exceptional Children. Publisher: Love Pub. Co.

Pointer For Special Class Teachers and Parents of the Handicapped. Publisher: Heidref Pub. Co.

Sharing Our Caring - A Journal on Down's Syndrome. Publisher: CARING

Special Children - The Retarded Adult. Publisher: American Association of Special Educators

Teaching Exceptional Children. Publisher: Council For Exceptional Children

Newsletters

Advocacy Exchange - A Forum for Citizen Advocacy Coordinators. Publisher: NARC

Apropos. Publisher: National Center on Educational Media and Materials for the Handicapped

Challenge ---Recreation and Fitness for the Mentally Retarded. Publisher: American Alliance for Health, Physical Education, and Recreation

Closer Look - National Information Center for the Handicapped. Publisher: U. S. Dept. of Health, Education, and Welfare

First Step News for the Special Child. Publisher: PARC

IRUC Briefings - Physical Education and Recreation for the Handicapped. Publisher: American Alliance for Health

The MR Digest - A Newsletter for Professionals in Mental Retardation. Publisher: PARC

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Films

Special Olympics - 22 min., color. Joseph P. Kennedy Foundation, 1973. Shows the tremendous growth in this contest which demonstrates that retarded persons can participate, often with surprising skill, in competitive athletics.

A child is a child - 7 min., color. Aims Instructional Media. Shows children with handicaps integrated with non-handicapped children in a preschool laboratory.

Coming home - 27 min., color. Foto-Chem Industries. Based on a seventeen year old girl's coming to a group home after ten years in a state institution for the retarded.

Genesis - 25 min., color. Hallmark Films. Teaches how to train basic self-help skills. By following the step-by-step procedures carefully detailed in the film, anyone can successfully learn to teach the mentally retarded.

I'm ready Mom, are you? - 8 min., color. Aims Instructional Media. Simple steps to success in toilet training.

A little slow - 15 min., color. National Audio-Visual Center. Presented by the Presidents Committee on Mental Retardation, this film tells that mental retardation is a condition not a disease. Shows that mentally retarded people have rights - education, a place to live, etc., just like anyone else.

Meet Lisa - 5 min., color. Aims Instructional Media Service. A personal statement reflecting the world as seen through the eyes of a brain-injured child.

Reading and writing ain't everything - 26 min., color. Stanfield House. A powerful and moving documentary that gives people a warmer understanding of other people - those with mental retardation.

Where do the children play - 12 min., color. National Ass'n for Retarded Citizens, 1972. Advocates day training centers as an alternative to institutional care for severely retarded children.

Additional listing of films:
Mental Retardation Films, second edition.
Compiled and produced by:
The Media Support Services
Project MORE
George Peabody College for Teachers
Box 318
Nashville, Tennessee 37203

Hi-Interest Low Reading Level Books

Be Informed Series. New Reader's Press, Syracuse, N. Y., Reading Level 3-4.

Books for Young Explorers. National Geographic Society. Level 2-3.

Bowmar's Reading Incentive Program by Ed and Ruth Radlauer. Bowmar, Glendale, Ca. Level 2.5 - 3.5.

Doubleday Signal Books. Doubleday & Co., Garden City, L. I., New York. Level 4.

Guide to the Community Series. Elwyn Institute, Elwyn, Pa. Level 4-5.

New Streamlined English Series. New Readers Press, Division of Laubach Literacy, Inc., Syracuse, N. Y. Level 0-5.

Pacemaker Story Books, Classics, and True Adventures. Fearon Publications, Palo Alto, Calif. Level 2.0 - 2.8.

Troll Adventure Series. Troll Associates, Inc. Level 3.0 - 3.5.

Troll Jam Session. Popular Music Series. Troll Associates, Inc. Level 2.5 - 3.5.

Many of the above series are available in book-cassette combinations.

Easy Books

Behrens, June. Look at the. . . .animals, Series. Chicago, Childrens Press, 1971.

Bruna, Dick. I can count. I can read. A story to tell. My shirt is white. New York, Methuen Pub., 1975.

Clure, Beth and Rumsey, Helen. Manipulative Series. Glendale, Calif., Bowmar Publications, 1968.

Hoban, Tana. Shapes and things, Count and see, and other. New York, Greenwillow Books, 1975.

Let's go to the. . . .Series. Racine, Wisconsin, Golden Press, 1975.

My first book of. . . .Series. Platt and Munk Publishers, 1973.

Ready to, Series. New York, Grosset and Dunlap, 1976.

Scholastic Record and Book Companion Series. New York, Scholastic Book Service.

Self-Identification and Transition Series. Chicago, Childrens Press.

Many of the above series are available in book-cassette combinations.

Materials for Developing Sensitivity in Children

Brightman, Alan J. Like me. Cambridge, Mass., Behavioral Education Projects, 1975.

Cleary, Margaret. Please know me as I am. Sudbury, Mass., Jerry Cleary Co., 1976.

Mack, Nancy. Tracy. Chicago, Childrens Press, 1976.

Stein, Sara Bonnett. About handicaps. New York, Walker and Company, 1974.

Viscardi, Henry Jr. . . .a letter to Jimmy. New York, Paul S. Eriksson, Inc., 1962.

Wolf, Bernard. Don't feel sorry for Paul. New York, J. B. Lippincott Co., 1974.

Film

People Different but Alike

Sound Filmstrips

First Level Reading Series
Titles: We Learn to Share
Manners are Important
The Fireman, and others
Educational Projections Corporation
3070 Lake Terrace
Glenview, Ill. 60025

Look, Listen, and Read Series, A C I Films, Inc.
Daltco, Inc.
Learning Systems
Robar Building
Murrysville, Pa. 15668

Right to Read Program Kits.
Hartford Publishing
Box 743
Apex, N. C. 27502

Teaching Good Behavior and Personal Hygiene to Retarded Adolescent.
Harris County Center for the Retarded, Inc.
3550 West Dallas
Houston, Texas 77019

Instructional Records

Developing everyday skills through movement and songs. William Janiak Record Series.

Songs about me. William Janiak Record Series.

Ella Jenkins Record Series.

Hap Palmer Record Series.

Record Distributors

Bowmar Publishing Company
622 Radier Drive
Glendale, California 91201

Kimbo Educational
P. O. Box 477
Long Branch, New Jersey 07740

Puzzles

Alph-a-number, fit-a-square, fit-a-circle, fit-a-space. Kurtz Bros., Crepe foam puzzles.

Basic Cut Puzzles. Developmental Learning Materials. 2 and 3 cuts per picture.

Foam Rubber-Object puzzles. Lauri Enterprises. 10-15 -piece rubber puzzles.

Four-Way block puzzles. Creative Playthings.

Go Together Match Ups. Playskool. Cardboard or wooden, 2-piece matches. Animals to their homes, objects to their initial consonant, etc.

Large wood knob puzzles. J. A. Preston Corp. 4-10 piece puzzles, unadjacent spaces.

Mix 'n Match puzzles. Trend Enterprises. 2 and 3 piece matches, coins to values, clocks to times, etc.

Oversized piece puzzles. Child Guidance.

Pick Up and Peek Puzzles. Fisher Price. 10-12 piece knobbed wooden puzzles with picture in-lay to aid in placement.

Sesame Street Muppets. Milton Bradley Co. large 24-piece cardboard puzzles.

Wildlife Photopuzzles. Educational Design Associates. Basic cut wooden puzzles for young adults and adults.

Educational Games

Classification game. Constructive Playthings.

Color and Shape Bingo. Sequence bingo, and others. Trend Enterprises.

Contemporary gameboards. Mafex Associates.

Fun in a Box Games. Edu - Cards Corp.

Listen and jump game. Ideal School Supply.

Lotto Games. Milton Bradley, and Edu-Cards Corp.

Memory Card Matching. Milton Bradley.

Money Game. Developmental Learning Materials.

Money, time, shape bingo. Mafex Associates.

Money, time, word dominoes. Developmental Learning Materials.

Motorcycle Moto Cross. Bowmar.

Pacemaker Game Series. Mafex Associates.

Shopping lists game. Developmental Learning Materials.

Sorting Boxes. Ideal, Dev. Learning Materials.

Write on - Wipe off cards. Trend Enterprises.

Most Recommended

Distributors of Instructional Materials

The Growing Years
Childcraft Education Corporation
964 Third Avenue
New York, New York 10022

Constructive Playthings
1040 East 85th Street
Kansas City, Missouri 64181

Creative Playthings
Princeton, New Jersey 08540

Developmental Learning Materials
3505 North Ashland Avenue
Chicago, Illinois 60657

Exceptional Child Developmental Center
725 Liberty Ave.
Pittsburgh, Pa. 15222

Bibliographies of Instructional Materials

Checklist of Materials Found Useful in Library Services with Developmentally Disabled.
Library-Information Center
Central Wisconsin Colony
317 Knutson Drive
Madison, Wi 53704

Buist, Charlotte A. Toys and games for educationally handicapped children, Springfield, Ill., 1969.

Dorward, Barbara. Teaching aids and toys for handicapped children, Washington, Council for Exceptional Children, 1960.